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ABSTRACT

The purpose of this research was to investigate the attitude of parents of elementary school children towards a family-oriented counseling program with the following four levels: (1) home visit; (2) child management group; (3) workshop for parents; and (4) mother's/father's group. Sample size was 54 parents. The independent variables investigated were family structure, number of children, and highest level of education. The dependent variables employed were scores from subscales of the Parent Attitude Survey. The results of the present study appeared to support the following generalizations: (1) parents support the services; (2) no association exists between family structure and any service; (3) no association exists between number of children and any service; and (4) no association exists between highest level of education and any service. (Contains 92 references. Three tables present data analysis, and four appendices contain the survey instrument, demographic information, and correspondence.) (Author/SR)

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ED 386 670

PARENT ATTITUDE TOWARD SYSTEMIC, FAMILY-ORIENTED COUNSELING INTERVENTIONS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

Barbara Ann Phillips
M.S., Fort Hays State University

Date 7-25-95 Approved Bill Daley
Major Professor

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Chair, Graduate Council

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Graduate Commitee Approval

The Thesis Committee of Barbara Ann Phillips hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate the attitude of parents of elementary school children toward the four levels requiring the least family involvemnt of Talley and Larson's (1977) systemic, family-oriented model of intervention (a) home visit, (b) child management group, (c) workshop for parents, and (d) mothers'/fathers' group in a systemic family-oriented counseling program. Sample size was 54 subjects. The independent variables investigated were family structure, number of children, and highest level of education. The dependent variables employed were scores from the following subscales of the Parent Attitude Survey: Scale 1 (If, in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be the most beneficial?), Scale 2 (In addition to family counseling, which do you think should be most frequently used?), and Scale 3 (If you need help, which would you use?). Three composite null hypotheses were tested at the .05 level of significance employing a three-way analysis of variance (general linear model). The results of the present study appeared to support the following generalizations:

1. Parents support services.
2. No association exists between family structure and any service.

3. No association exists between number of children and any service.

4. No association exists between highest level of education and any service.

Introduction

Historical Perspective

In 1981, the field of education experienced a surge of revolution (Peeks, 1993). The National Commission on Excellence in Education was directed by then Secretary of Education, T. H. Bell, to conduct research on the quality of education in America. The resultant report, A Nation at Risk, was published in 1983 and concluded that American schools had sunk into mediocrity (Commission on Excellence in Education, 1983). From this report came a cry for reform of the educational system. The term restructuring--rethinking--took form and definition and could be called the education movement of the 1990s (Peeks, 1993).

Then, in April, 1991, President Bush and Secretary of Education, Lamar Alexander, unveiled America 2000: An Education Strategy. They presented a comprehensive policy initiative and challenged American public education to change radically by the year 2000 (Doyle, 1991). Parental choice was an underlying aspect of the administration's new strategy. America 2000 acknowledged the parents' right and responsibility to make decisions affecting their children's education. Inherent in the choice concept was the systemic belief that students will respond more positively and will learn on a higher level when their parents are involved in this process (Lewis, 1991).

Gandara (1989) maintained that studies have shown, for most students, the schools they attend make less difference to academic success than the families from which they came. Goldenberg and Goldenberg (1981) claimed that school counselors, while they may focus on the problems of the individual youngster, know better than most members of the helping professions that the family usually plays a central role in producing, maintaining, and reproducing the behavior of children. Similarly, authors of literature discuss numerous school-related problems of children which have been associated with nonadaptive family processes--peer relational difficulties and conduct disorders (Acton, 1978; Patterson, Debarsyshe, & Ramsey, 1989); depression (Stark & Simmons-Brookman, 1992); hyperactivity (Barkley, 1981); school phobia (Aliotti, 1992); substance abuse (Tricker & Poertner, 1992); school performance difficulties (Acton, 1978; Baldwin, Cole, & Baldwin, 1982; Brassard & Apellaniza, 1992; Carlson, 1992; and O'Leary, 1984); and learning disabilities (Perosa & Perosa, 1981).

Because of the home influence on a child's personal, social, and academic success, Maehroff (1990) claimed that the systems view, especially in the form of family therapy, was revolutionizing the field of counseling, and the systems view was being claimed by educational reformers who were restructuring school policy and practice in the 1990s

(Middleton, Smith, Williams, 1993; Asayesh, 1993). Additional support for use of family systems theory in the elementary school setting came from many professionals who were involved with child development and psychology, elementary education, elementary school counseling, and elementary school counselor training and/or family therapists, counselors, and consultants. Among these were Acton (1978); Amatea (1989); Amatea and Sherrard (1994); Beck (1984); Bundy and Gumaer (1984); Carlson (1987); Fine (1992); Fine and Holt (1981); Fine and Holt (1983); Ford (1986); Gandara (1989); Gerler (1993); Golden (1983); Golden (1990); Goldenberg and Goldenberg (1988); Henderson (1988); Hinkle (1992); Iverson, Brownlee, and Walberg (1981); Kendrick, Chandler, and Hatcher (1994); Maehroff (1990); Madanes (1984); Palmo, Lowry, Weldon, and Scioscia (1988); Peeks (1989); Peeks (1993); Pfeiffer and Tittler (1984); Shanker (1990); Stone and Peeks (1986); Turnbull and Turnbull (1990); Walsh and Giblin (1988); Wetchler (1986); and Woody and Woody (1994). All have emphasized the usefulness of parent involvement and a systems orientation to family-school assessment. In addition, Amatea (1989), Madanes (1984), Peeks (1993), and Shanker (1990) maintained elementary school counselors were ideally situated within the context of the school to meet the needs of parents and children in the 1990s and to take the lead in promoting the restructuring--

rethinking--process in public schools. Peeks (1993) contended that counselors can implement problem-solving models based on the principles of systems theory and can advocate for and organize extended parental involvement programs.

Systems Theory

As defined by Goldenberg and Goldenberg (1991), a system is a set of interacting units or component parts that together make up a whole arrangement or organization. At its most basic, the concept of a system denotes a number of parts that are relatively organized so that a change in one or more parts is usually accompanied by a change in the other parts (Bertalanffy, 1968). Systems theory (Bertalanffy, 1968) provides a framework for looking at seemingly unrelated phenomena and observing how together they represent interrelated components of a larger system (Goldenberg & Goldenberg, 1981). For example, Framo (1981) explained that humans are ecologically situated in many contexts--systems. As defined by Bronfenbrenner (1979), the contexts or systems in which a person lives life is called an ecological framework. This framework consists of four interconnected systems that influence psychological growth. Each of these structures is conceived of as being a part of the next largest system, starting from the most intimate, in individual terms, to the largest and most encompassing.

These four systems, beginning with the one exerting the most direct developmental effect on the individual include the microsystem--individual's family, school or peer group, and work place; the mesosystem which links microsystems with the content--molar activities, interpersonal relations, and role transitions--spilling from one system to the other, particularly the mesosystem to the microsystem; the exosystem which encompasses the indirect effects upon children and adults of what is happening in a parent's or spouse's system; and the macrosystem which contains cultural beliefs, the morality tales, and historical traditions or influences of a society. Generally, the larger, more complex systems tend to control the smaller and less complex systems.

Corrales, Bueker, Ro-Trock, and Smith (1981) explained that systemic thinking--systems theory--is a world view which is very different from both traditional and modern psychotherapy. A fundamental difference is found both in the model of causality and in the unit of analysis. The model of causality in systemic thinking is circular whereas in most traditional and modern theories of personality and of therapeutic change, the model of causality is linear. The unit of analysis in most traditional theories of human functioning and principles of change view the individual person as the site or unit of health or pathology. In the systemic view, the individual's behavior is a comment on

the whole system (family, school, business, etc.) and the whole system is involved in the person's behavior.

In summary, systems theory means that no one event or piece of behavior causes another; rather, that each is linked in a circular (reciprocal) manner to many other events and pieces of behavior. Systems theory is not only about the level of social organization, it has more to do with the interaction patterns within a given level of social organization. "The essence is the dance, not the number of dancers" (Corrales, et al., 1981, page 4).

Family Systems

The term family systems denotes the use of systems theory as it is applied to the concept of family. The family as a system is one way of conceptualizing and understanding familial dynamics as they relate to psychological growth and development of its members (Fine, 1992). Fine (1992) and Willan and Hugman (1988) contended that although there is much linguistic diversity and conceptual complexity surrounding the attempts by theoreticians and practitioners to understand and intervene from a family systems perspective,

> families can generally be understood as groups of people who have some connectedness to each other and who learn how to behave and function in relation and in response to each other. The reciprocity of

> behavior in a family is such that we cannot think of one person impacting on a second person without also appreciating the interplay between the two individuals. An understanding of any individual requires that we understand the context within which his or her behavior occurs and the reciprocal influences among all of the persons who are in any way connected to the situation. (Fine, 1992, pp. 1-2)

Green and Kolevzon (1984) added that family oriented theorists and practitioners not only affirm what experienced educational counselors and teachers have known for years--healthy children tend to emerge from healthy families--they also identify common characteristics shared by healthy, competent, or highly functional families and help provide a basis for determining appropriate intervention for families experiencing difficulty. Willan and Hugman (1988) explained that key concepts associated with all definitions of the family as a system include the following: (1) homeostasis, (2) circularity and complementarity, (3) interactional patterns, (4) developmental stages in family systems, (5) system structure, and (6) communication patterns.

In addition, Green and Kolevzon (1984) added that family systems approaches to counseling have two major dimensions which help organize the examination of the

characteristics of healthy and nonadaptive families. The first dimension--locus of health or pathology--refers to whether the family health is described in terms of individual characteristics of family members or solely in terms of family group properties. One side of this epistemology is psychodynamically oriented; family health is viewed in terms of the personality dimensions of family members. On the other side is the more systemically oriented theories; family health is observed through the web of interpersonal relationships forming the family's interactive patterns. Recently the theoretical concepts of these two approaches have been integrated; the majority of more recent approaches to family systems counseling describe the effects of their interventions in terms of both the family group and individual characteristics of its members. The second dimension, according to Green and Kolevzon (1984), involved particular aspects of family life. Each theory emphasizes one of three domains of human life: feeling, thinking, behavior. For example, the feeling domain or affective structure of the family is the focus of Satir's (Satir & Baldwin, 1983) communication model. The thinking domain (family's way of thinking) or cognitive structure is exemplified by Bowen's (1978) family systems model, and the family's activity patterns or behavioral structure is seen in the structural-strategic models of Minuchin (Minuchin &

Fishman, 1981) and Haley (1987). In others words, counselors may chose to emphasize one or more of the three major counseling domains: feeling, thinking, and behavior.

Systemic, Family-Oriented Counseling Interventions in the Elementary School Setting

According to Walsh and Giblin (1988), there are many levels of systemic, family-oriented interventions that can be used in the elementary school. The level employed is determined by the counselor's training, flexibility and personality, and the amount or level of family involvement required. Systemic counseling in the elementary school can range in family involvement from seeing the entire immediate family for several sessions with on-site supervision to maintaining a systems point of view without necessarily having family counseling sessions. Interventions can vary from family counseling that is governed by a family systems perspective--looks at the children in their family system--to viewing children as part of all of the systems of which they are members, both at home and at school (Amatea & Sherrard, 1994).

Models of Systemic, Family-Oriented Counseling Interventions

Doherty (1993), Fine (1992), and Talley and Larson (1977) have presented models of systemic, family-oriented counseling interventions. Although variations exist among the types of interventions and their assigned levels, the

authors agreed that the primary goal is strengthening the family. Fine and Jennings (1992) cautioned that regardless of the intervention level, the recognition of the systemic nature of families is one basis for the rationale for selective inclusion of family counseling concepts and skills. Increased awareness by parents of what they bring to their roles, how their own family backgrounds influence current family makeup, and how their contemporary family has developed its own structure can lead to greater discrimination by parents of changes they wish to make and of the implications for needed family involvement. According to McKay (S. McKay, personal communication, September 15, 1994), without a sound comprehension of the concept of the family as a system and how that system operates and impacts the psychological growth of its members, families, educators, and counselors are likely to lose sight of the systemic rationale. In doing so, they are more likely to base the helping relationship and the change process solely on intrapsychic concepts and linear thinking. At the elementary level where children do not have that much control over their lives, this would be much less helpful to them.

Fine's Model. Fine (1992) explained that the levels of intervention requiring the least amount of family involvement are preventive in nature and include home visits, child-management groups, workshops for parents, parent education

classes, and communication workshops. These interventions serve the purpose of increasing the effectiveness of the home and school. The next level of intervention provides indirect services to children through consultation with school personnel in which they are helped to understand the child's behavior in a different way. Next, are the interventions that require involvement of parents and family members with school personnel to collaborate in understanding and modifying both home and school patterns as they pertain to what was initially defined as a child's problem. The use of the family-school meeting and support groups for parents are examples of this type of intervention. The level of intervention that requires the most family involvement is direct services to the family, i.e., parent-child interaction therapy, conjoint family therapy, and marital therapy.

Doherty's Model. According to Doherty (1993), any level of intervention can be applied depending on the stressor. Doherty contended that all interventions are healing. In this model, the beginning levels also require the least family involvement. Intrusiveness increases as the level increases. These levels are as follows:

1. Level 1 - Minimal Emphasis on Family

Interactions are institution-centered, not family-centered. Families are not regarded as an important area of focus. Parents are dealt with for practical or legal reasons. An

example is meeting with a family once a month in the home because it is required by the court.

2. Level 2 - Information and Advice

Content information about families, parenting, and child development is presented to large groups of people.

3. Level 3 - Feelings and Support

Individual and family reactions to stress and the emotional aspects of group process are engaged. A support group is an example of this intervention.

4. Level 4 - Systematic Assessment and Planned Intervention

Application of family systems theory is employed in working with the family and larger community systems.

5. Level 5 - Family Counseling

Family systems theory and patterns are used in direct counseling with families showing unhealthy family interaction.

Talley and Larson's Model. Talley and Larson (1977) presented the following model of systemic, family-oriented intervention. The levels in this model are also listed in ascending order of family involvement:

1. Level One - Home Visit

The counselor/therapist would deliver services to the family in the home.

2. Level Two - Child Management Group

The parent/s would attend a group presentation. They would receive educational information about child guidance and discipline.

3. Level Three - Workshop for Parents

The parent/s would attend a group workshop. They would receive educational information and advice about family concerns. There would be group participation.

4. Level Four - Mothers'/ Fathers' Group

Parents would attend an informal support group. They would be encouraged to discuss their feelings about concerns of the family.

5. Level Five - Parent-Child Interaction Therapy

The family would attend treatment setting with parent-child relationship as the focus.

6. Level Six - Conjoint Family Therapy

This would include at least one parent and one child who would attend a treatment setting with the total family relationship as the focus.

7. Level Seven - Marital Therapy

The parents would attend a treatment setting. The focus would be shifted from child to parent.

Efficacy of Systemic, Family-Oriented Counseling Intervention Models

As Donovan (1992) reported, there is a general absence of data-based research supporting the efficacy of a systemic,

family-oriented approach to counseling within schools. Therefore, support for the levels of intervention cited in the above models is drawn not only from educational literature, but also mental health literature. Beginning with the levels of intervention requiring the least direct family involvement, support for these strategies varies.

According to Bishop (1990) and Solomon and Yacker (1989), home visits were effective in promoting school attendance, achievement, and parent involvement. In addition, home visits had a positive effect on school personnel, parents, and students.

Dawson and McHugh (1987) showed how visits to the students' homes were used as a part of a family systems approach in successfully devising a method to reinforce behavior change in children with emotional and behavior problems. DeFreitas (1991) maintained that home visits and workshops designed to help parents communicate with teachers and to help parents learn how to assist their children with school work and assignments improved the children's behavior and their school work.

Grulke, Schmid-Kramer, Schuster, and Sprick (1989) found several advantages in delivering early special education and parent counseling services in the child's home rather than in a counseling center. The home setting permits

the developmental counselor and/or special education teacher to observe client families in their normal social environment and to plan appropriate interventions.

Olmsted (1982) claimed that most parents who participated in a Parent Education Program perceived home visits and home learning activities as helpful and felt that the program had also helped their children do better in school. Over half of the parents thought they felt differently about themselves as a result of their participation in this program.

James and Etheridge (1983) examined the effect of counselor led communication skills and behavior management training for parents from lower socio-economic, inner-city backgrounds and found children of parents receiving such training exhibited significantly less negative behavior than did children of non-trained parents. Likewise, Urban's (1991) study found a positive relationship between the effects of an Adlerian Parent Education Program--child management--on parent attitudes and child rearing techniques.

De Sherbinin (1981) found that parental participation in a Systematic Training for Effective Parenting (STEP) course promoted positive changes in parent's and children's behavior at home and also in some of the children's behavior at school. Giannotti and Doyle (1982) claimed that use of the Parent Effectiveness Training program (PET) with learning

disabled children had a significant effect on behavior and attitude of both children and their parents.

Becher (1984) presented a review of research on parent involvement which supported parent education as having a large influence on children's cognitive development and school achievement. Omizo, Williams, and Omizo (1986) examined the effects of participation in parent education groups on the child-rearing attitudes of parents of learning disabled children. Results indicated that participating parents were more accepting, trusting, and ready to believe that their own behavior could be a causative factor in their child's behavior. Findings supported the use of group education programs specifically designed for parents of LD children.

Jackson (1982) contended that programs which intervened in the family system through some form of parent education program had a significant impact on parents and children. He found that the Systematic Training for Effective Parenting (STEP) by Dinkmeyer and McKay (1976) appeared to have a positive affect on parents' child-rearing attitudes.

Results of Goetaski's (1983) study indicated that parent participation in a systematically designed program entitled Parent Effectiveness Training promoted the establishment of a parental network of communication, improved home school communication, improved parental attendance at school

functions, and parental interest in having the meetings continued. Urban's (1991) findings provided evidence that the Active Parenting Program which is an Adlerian Parent Education Program was effective in changing attitudes and child rearing techniques of children.

In like manner, Lowrance (1988) found that after a six week school based parenting program based on the Dreikurs' model, parental attitudes changed significantly in the areas of confidence in the parental role, causation of the child's behavior, mutual understanding, and mutual trust. Morse (1980) found that the children of parents who actively participated in a Dreikursian parent study/discussion group, How to Be an Encouraging Parent, had significantly less misbehavior.

Hatch (1983) maintained that research has shown that the most successful efforts to enhance school achievement have been those which included parents as a major focus of intervention. In her 1983 study, which trained parents to use effective communication and child management skills while interacting with their children in a structured learning situation, she found there was improvement in the children's classroom behavior and there was a significant increase in the parents' perception of positive change in their relationship with their children.

Smith (1992) found that a counselor-led intervention

strategy, Mother-Child Communication Training (MCCT), had a positive effect on first-grade children's responsible behavior as evaluated by their mothers. Mothers in this study had an extremely positive response to the MCCT follow-up evaluation.

Hugh and Wilson (1988) claimed that management training and communication skills training for parents with conduct-disordered children produced positive results in understanding the behavior problem and achieving clinical success. A seven state region--Iowa, Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin--survey of 50 school districts by Rose (1990) to determine the types of support available to parents of children with disabilities and their satisfaction with these supports suggested schools should offer more parent training and encourage the parent/school partnership. Crase, Carlson, and Knotos (1981) maintained that parents indicated they would most like to have assistance in dealing with aggression, setting limits, improving family communication, and getting their children to assume responsibility.

Beal and Duckro (1977) found that family intervention in the form of conjoint therapy was effective in successfully diverting the majority of adolescent status offenders--noncooperation with parents, truancy, running away from home--from further legal involvement. Barton, Alexander, Waldron,

Turner, and Warburton (1985) also reported that the use of short term, behavioral conjoint therapy was a successful intervention with adolescent status offenders. According to Hutcherson (1993), parent-child interaction therapy, conjoint therapy, and marital therapy in the elementary school setting were considered beneficial by administrators and parents as interventions for classroom interactional problems, home problems, home/school interactional problems, and student personal difficulties.

Summary

The literature reviewed indicated the complexity of comprehending and utilizing a systemic, family-oriented approach to counseling in the elementary school. Although support for this type of counseling model is readily available in the form of opinion, there is a lack of data-based research (Donovan, 1992).

Statement of the Problem

The purpose of the researcher was to investigate the attitudes of parents of elementary school children toward the four levels requiring the least family involvement of Talley and Larson's (1977) systemic, family oriented model of intervention: (a) home visit, (b) child management group, (c) workshop for parents and (d) mothers'/fathers' group in a systemic, family-oriented counseling program.

Rationale and Importance of the Research

This study is appropriate research for a graduate student in Fort Hays State University's counseling program because it addresses the attitudes of parents of elementary school children toward the four levels requiring the least family involvement of Talley and Larson's model of intervention in a systemic, family-oriented counseling program. The results of this study could provide a basis for extending the counseling program in the school district in which it was conducted to include these levels of intervention. Second, the results of this study could provide information for counselors in selecting intervention strategies. Third, the results of this study could aid counselor educators in selecting course work and practicum experiences for their students. Fourth, the results of this study could be used by administrators in guiding their support of counseling interventions. The results of this study are important because research is lacking in investigations concerning systemic, family-oriented approaches to counseling in the elementary school setting.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between family structure and attitudes of parents of elementary school children toward the four levels requiring the least family involvement of Talley and Larson's (1977) model of intervention--home visit, child

management group, workshop for parents, and mothers'/fathers' group--in a systemic, family-oriented counseling program?

2. Is there an association between number of children and the attitudes of parents of elementary school children toward the four levels requiring the least family involvement of Talley and Larson's (1977) model of intervention--home visit, child management group, workshop for parents, and mothers'/fathers' group in a systemic, family-oriented counseling program?

3. Is there an association between parent/s' highest level of education and the attitudes of parents of elementary school children toward the four levels requiring the least family involvemnt of Talley and Larson's (1977) model of intervention--home visit, child management group, workshop for parents, mothers'/fathers' group--in a systemic, family-oriented counseling program?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

1. The differences among the mean Parent Attitude Survey (Scale One: If in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be most beneficial?) scores for parents participating in and/or referred for family counseling according to family structure, number of

children, and highest level of education will not be statistically significant.

2. Tne differences among mean Parent Attitude Survey (Scale Two: In addition to family counseling, which do you think should be most frequently used?) scores for parents participating in and/or referred for family counseling according to family structure, number of children, and highest level of education will not be statistically significant.

3. The differences among mean Parent Attitude Survey (Scale Three: If you need help, which would you use?) scores for parents participating in and/or referred for family counseling according to family structure, number of children, and highest level of education will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: family structure, number of children, and highest level of education. These independent variables were investigated for the following reasons:

1. lack of information pertaining to the variables and,

2. information found was predominanatly of the opinion type.

Definition of Variables

Independent Variables

Information for the independent variables was obtained from the demographic sheet. The following independent variables were investigated:

1. family structure - levels determined post hoc;
   intact,
   blended, and
   single;
2. number of children - levels determined post hoc;
   level 1 - one
   level 2 - two
   level 3 - three
   level 4 - four or more;
3. highest level of education - levels determined post hoc;
   level 1 - less than high school, high school, or GED
   level 2 - some college or trade school, degree.

Dependent Variables

The dependent variables were scores from the following scales of the Parent Attitude Survey:

1. Scale One: (If, in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be the most beneficial?);

a. Home Visit (possible score 1 - 7),

b. Child Management Group (possible score 1 - 7),

c. Workshop for Parents (possible score 1 - 7), and

d. Mothers'/Fathers'Group (possible score 1 - 7);

2. Scale Two: (In addition to family counseling, which do you think should be most frequently used?);

a. Home Visit (possible score 1 - 7),

b. Child Management Group (possible score 1 - 7),

c. Workshop for Parents (possible score 1 - 7), and

d. Mothers'/Fathers'Group (possible score 1 - 7);

3. Scale Three: (If you need help, which would you use?)

a. Home Visit (possible score 1 - 7),

b. Child Management Group (possible score 1 - 7),

c. Workshop for Parents (possible score 1 - 7), and

d. Mothers'/Fathers'Group (possible score 1 - 7).

Limitations

The following conditions might have affected the results of the present study:

1. the sample was not random,

2. the sample was small,

3. the subjects were all from the same school district,

4. all information was self-reported, and

5. the scope of the study was limited by circumstances

present at the time the study was implemented.

Delimitations

The following were not implemented:

1. pilot study of instruments,
2. validity study of instruments, and
3. reliability study of instruments.

Methodology

Setting

The setting for this study was Hutchinson Public Elementary Schools in Hutchinson, Kansas. There were 11 elementary schools with grade classifications ranging from kindergarten through sixth grade. Huthchinson is the principal city and the county seat of Reno County. It is located on the Arkansas River, 44 miles north-west of Wichita. Manufacturing employment is one of the leading sources of jobs and represents over 20% of the total employment. Hutchinson ranks first in the state of Kansas in the ratio of retail sales to population, and many allied agri-businesses operate in the area. In 1990, the average household income according to census data was $17,109. The population of Hutchinson is 39,308. The median age for Hutchinson/Reno County is 35 years. Approximately 30% of the population is between the ages of 25 and 44. Over 34% of the people are under age 24 (Reno County Chamber of Commerce, 1994).

In 1989, Hutchinson Public Schools began providing systemic, family-oriented counseling in the elementary schools (King, Randolph, McKay, & Bartell, 1995). According to King et al., interventions were based primarily on Minuchin's (Minuchin & Fishman, 1981) structural model and solution-focused theoretical concepts. Intergenerational concepts were used to understand interactions from a historical perspective and Carter and McGoldrick's The Changing Family Life Cycle: A Framework for Family Therapy (1988) provided additional contextual understanding of the family's life events.

King, et al. (1995) cited two reasons for the inception of this program. First, referrals to mental health services outside of the school system seemed to provide limited help and often were inconsistent with the needs of the family. Second, typical elementary school guidance programs did not seem to be effective in dealing with many of the school children's needs.

> When children enter formal schooling, they enter a world of peers and adults in which their families are often not included. While this is a valued developmental step towards personal individuation and participation in the society at large, it is really no time for youngsters to disconnect from their families. The institution of counseling programs for children in schools has,

> on the one hand provided immediate response to painful problems that manifest themselves for many children in school. But, on the other hand, school counseling has tended to focus on the child either as the container of his or her own pathology, or as the victim of an uncaring, dysfunctional, or even exploitative family. Far from assisting children to cope more ffectively with their difficulties manifested in school, this approach to counseling risks accentuating difficulties and may undermine the child's access to his or her primary resource system. (King, et al., 1995, p. 393)

Funding for this program was obtained through the State Board of Tax Appeals which granted a one mill levy in the tax base. This variance raised over $360,000 for staff and equipment. The tax law has since changed and the $360,000 is now part of the general fund (King, et al., 1995).

Ten elementary school counselors were initially employed to fill the positions in this program. The number of counselors has fluctuated from year to year mainly because during the interviewing process, the assumption was made that the people employed wanted to learn how to work with families. Not all counselors have been able to make this

transition. In subsequent interviews, more attention has been given to the prospective counselor's definition of working with families and to reasons they have for wanting to shift from being a guidance counselor to being a systemic, family-oriented counselor (King et al., 1995).

Services of the school social worker/home specialist were secured to provide training and supervision to the counselors. They received intensive training in family systems theory prior to beginning their first year. Training has continued since then through inservice sessions in solution-focused theory, working with families with an incarcerated member, and in using family functioning assessment tools such as Fundamentals of Interpersonal Relational Orientation (Doherty, Colangelo, & Hovander, 1991) and the McMaster Model of Family Functioning (Walsh, 1984). These educational endeavors were provided by Wichita State University and Friends University. In addition, most counselors have taken additional coursework in family therapy, ethics, crisis intervention and other related subjects (King, et al., 1995).

All counselors participate in weekly supervision with a licensed clinical social worker. According to King et al. (1995) the purposes for clinical supervision were " to provide staff development for counselors, to improve their counseling techniques and expertise, to monitor the quality

of services provided to students and/or families, and to ensure that the focus on family systems remains the program emphasis" (King, et al., 1995, p. 403).

Problems the counselors encountered included, but were not limited to, behavior problems at home, difficulties with school work, sibling rivalry, conflict in the family, peer relationship difficulties, coping with the divorce situation, adapting to a remarriage, and emotional problems (Hutcherson, 1993). According to Dr. Shirlie Hutcherson (1993), Assistant Superintendent of Curriculum, 850 families were served during the 1993 school year. Parents and administrator questionnaires designed to evaluate the program indicated that the majority of participating parents and school administrators perceived the program as being effective and beneficial.

Subjects

Dr. Shirlie Hutcherson granted permission (Appendix D) to include parents of elementary school children who were participating in and/or referred for family counseling as subjects for the current study. During the annual mail-out evaluation of the Elementary School Family Counseling Program, Dr. Hutcherson allowed copies of the Parent Attitude Survey and Demographic Information designed for the present study to be included. A postage-paid, self-addressed enveloped was also included for returning all forms to the

Hutchinson Public Schools Administration Center. The school districts's administration separated the evaluation forms from the Parent Attitude Survey and Demographic Information and returned the later to the researcher.

Of the 231 copies of the instruments mailed, 69 were returned. This represents a 30% return. Of the 69 copies of the instruments returned, 54 were completed adequately enough to be included in the present study. This represented 23% of the total subjects. The sample consisted of 54 subjects and represented 16 intact families; 17 blended families; 19 single-female, head of household families; and 2 single-male, head of household families.

Instrumentation

Two instruments were used in the present study. One was the Parent Attitude Survey (Appendix A). The other was the Demographic Information Form (Appendix B).

Parent Attitude Survey. According to Talley and Larson (1977) there are 7 potentially beneficial levels of systemic intervention. Each requires a different degree of family involvement, making some levels more suitable than others for certain families, depending on the stressor. Three of these levels, which require the highest degree of family involvement, were already being used and evaluated as the focus of intervention in the setting of the current study. These levels are parent-child interaction therapy, conjoint

family therapy, and marital therapy. The remaining 4 levels (a) home visit, (b) child-management group, (c) workshop for parents, and (d) mothers'/fathers' group were the focus of the instrument. The instrument was designed by Dr. Bill Daley and the researcher.

The instrument was divided into three scales:

1. if in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be most beneficial;

2. in addition to family counseling, which do you think should be most frequently used; and

3. if you need help, which would you use?

Each scale contained four items--home visit, child-management group, workshop for parents, and mothers'/fathers' group. The Likert-type scale was employed. Seven points were possible for each item indicating the degree of agreement/support or disagreement/non-support. Parents were asked to designate their degree of agreement or disagreement by circling a number between 1 and 7. One (1) represented the greatest amount of disagreement or lack of support and 7 represented the highest amount of agreement or support.

Demographic Information. The other instrument was a demographic questionnaire designed by the researcher to meet the needs of the present study. The instrument contained items intended to elicit demographic information including

type of family structure, number of children, and highest level of education.

Dr. Shirlie Hutcherson, Assistant Superintendent of Curriculum for Hutchinson Public Elementary Schools, suggested slight alterations in the terminology and wording of definitions on the Parent Attitude Survey. Dr. Hutcherson granted written permission to use the Parent Attitude Survey and the Demograhic Information Form in the present study (Appendix D).

Design

A status survey factorial design was employed. The independent variables were family structure, number of children, and highest level of education. The dependent variables were scores from the three scales of the Parent Attitude Survey.

Three composite null hypotheses were tested at the .05 level of significance employing a three-way analysis of variance (general linear model). The following design was used with each of the composite null hypothesis:

composite null hypothesis number 1, a 3X4X2 factorial design;

composite null hypothesis number 2, a 3X4X2 factorial design; and

composite null hypothesis number 3, a 3X4X2 factorial design.

The 10 threats to internal validity cited by McMillan and Schumacker (1989) were dealt with in the following ways:

1. history - did not pertain because the present study was status survey;

2. selection - letters were sent to all parents who were participating in and/or were referred for family counseling; all who returned copies of the survey and demographic information complete enough to be used for the study were employed as subjects;

3. statistical regression - did not pertain because the present study was status survey;

4. testing - did not pertain because the present study was status survey;

5. instrumentation - did not pertain because the present study was status survey;

6. mortality - did not pertain because the present study was status survey;

7. maturation - did not pertain because the present study was status survey;

8. diffusion of treatment - no treatment was given because this was a status survey;

9. experimenter bias - did not pertain because no implementation was made; the Parent Attitude Survey and Demographic Information were included in the school district annual mail-out evaluation of the Elementary School Family

Counseling Program; and

10. statistical conclusion - two mathematical assumptions were violated (random sampling and equal numbers of subjects in cells); the general linear model was employed to correct for lack of equal number in cells and the researcher did not project interpretations beyond the statistical procedures used.

The 2 threats to external validity as cited in McMillan and Schumacher (1989) were dealt with in the following ways:

1. population external validity - the sample was small; letters were sent to all parents who were participating in and/or referred for family counseling; all who returned copies of the survey and demographic information complete enough to be used for the study were employed as subjects; therefore, the results should be generalized with caution and only to similar groups;

2. ecological external validity - data were collected by the school district administration; no implementation was made.

Data Collection Procedure

The researcher contacted the Assistant Superintendent of Curriculum of the Hutchinson Public School District, Dr. Shirlie Hutcherson, by telephone. After several short meetings and a follow-up letter (Appendix C), Dr. Hutcherson granted permission (Appendix D) to administer the Parent

Attitude Survey (Appendix A) and the Demographic Information Form (Appendix B) to parents participating in and/or referrred for family counseling in the elementary school setting.

Dr. Hutcherson mailed 231 copies of the Parent Attitude Survey and Demographic Information Form along with the school district's annual mail-out evaluation of the Elementary School Family Counseling Program. The district also included a postage-paid, self-addressed envelope in which to return copies of the instruments. This mail-out was sent to 231 parents of elementary school children who were participating in and/or were referred for family counseling in the elementary school setting. The copies of the instruments were returned to the Hutchinson Public Schools Administration Center. The administration separated the evaluation forms from the Parent Attitude Survey and Demographic Information Form and returned the later to the researcher. The researcher examined the instruments for completeness. Fifty-four of the 69 returned instruments were complete enough to be used in this study. Next, the researcher scored the copies of the survey, and complied a data sheet. The data were analyzed at the Computing Center at Fort Hays State University.

Research Procedure

The following steps and procedures were implemented in

the process of conducting the study:

1. a research topic was selected;
2. computer searches for related literature were implemented using ERIC, Dissertation Abstracts, and Psychological LIT;
3. the researcher's thesis advisor was contacted and permission was given to research the attitude of parents of elementary school children toward the four lowest levels of Talley and Larson's (1977) model of intervention in a family-oriented, systemic counseling program;
4. instruments were designed;
5. permission was obtained from Dr. Shirlie Hutcherson to administer instruments to parents of elementary school children who were participating in and/or were referred for family counseling in the elementary school setting;
6. data were collected;
7. the research proposal was compiled;
8. the research proposal was defended;
9. the data were prepared for computer analysis;
10. the data were analyzed;
11. the final research report was defended; and
12. final editing of the document was completed.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,

2. three-way analysis of variance (general linear model),

3. Bonferroni (Dunn) t-test for means, and

4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate the attitudes of parents of elementary school children toward the four levels requiring the least family involvement of Talley and Larson's (1977) systemic, family oriented model of intervention (a) home visit, (b) child management group, (c) workshop for parents, and (d) mothers'/ fathers' group in a systemic family oriented counseling program. Sample size was 54 subjects. The independent variables investigated were family structure, number of children, and highest level of education. The dependent variables employed were scores from the following subscales of the Parent Attitude Survey: Scale 1 (In addition to family counseling, if the school were to offer help to families in the community, which of the following do you think would be most beneficial?), Scale 2 (In addition to family counseling, which do you think should be most frequently used?), and Scale 3 (If you need help, which would you use?). Three composite null hypotheses were tested at the .05 level of significance employing a three-way analysis of variance (general linear model). The following design was used with each of the composite null

hypotheses:

composite null hypothesis number 1, a 3X4X2 factorial design;

composite null hypothesis number 2, a 3X4X2 factorial design; and

composite null hypothesis number 3, a 3X4X2 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in common format for ease of comparison.

It was hypothesized in composite null hypothesis 1 that the differences among the mean Parent Attitude Survey (Scale 1: If in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be most beneficial?) scores according to family structure, number of children, and highest level of education would not be statistically significant. The following information was cited in Table 1: variables, values group sizes, means, standard deviations, *F* values, and *p* levels.

Table 1: A comparison of Parent Attitude Survey (Subscale 1: If, in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be most beneficial?) scores according to family structure, number of children, and highest level of education employing a three-way analysis of variance variance (general linear model).

Variables	n	M**	s	F value	p level
Family Structure		Home Visit***			
Intact	16	4.6	1.79		
Blended	17	4.9	2.20	0.07	.9324
Single	21	4.7	1.91		
Number of Children					
1	7	5.3	1.25		
2	25	4.5	1.76		
				0.29	.8308
3	18	4.7	2.28		
4	4	5.0	2.83		
Highest level of Education					
1*	20	4.9	2.17		
				2.69	.1102
2	34	4.6	1.81		
	Interactions				
	A X B			0.13	.9839
	A X C			0.05	.9509
	B X C			2.06	.1243
	A X B X C			0.09	.9143

(Continued)

Table 1 (Continued)

Variables	n	M**	s	F value	p level
Family Structure		Child Management Group***			
Intact	16	4.6	1.72		
Blended	17	3.8	1.75	0.88	.4220
Single	21	4.9	1.53		
Number of Children					
1	7	5.4	0.79		
2	25	4.6	1.73	1.18	.3325
3	18	3.7	1.71		
4	4	5.0	1.63		
Highest Level of Education					
1*	20	4.7	1.45	0.05	.8278
2	34	4.3	1.82		
	Interactions				
	A X B			0.46	.8021
	A X C			0.33	.7186
	B X C			1.53	.2234
	A X B X C			0.08	.9274

(Continued)

Table 1 (Continued)

Variables	n	M**	s	F value	p level
Family Structure		Workshop for Parents***			
Intact	16	5.6	1.55	0.49	.6145
Blended	17	4.8	2.70		
Single	21	6.0	0.86		
Number of Children					
1	7	6.1	0.69	1.08	.3717
2	25	6.8	1.39		
3	18	4.7	1.96		
4	4	6.0	0.82		
Highest Level of Education					
1*	20	5.7	1.08	0.02	.8985
2	34	5.4	1.82		
	Interactions				
	A X B			0.25	.9365
	A X C			0.44	.6482
	B X C			0.91	.4468
	A X B X C			0.54	.5859

(Continued)

Table 1 (Continued)

Variables	n	M**	s	F value	p level
Family Structure		Mothers'/Fathers' Group***			
Intact	16	5.2	1.47		
Blended	17	4.3	2.11	0.69	.5065
Single	21	5.4	1.99		
Number of Children					
1	7	6.1	0.69		
2	25	5.0	2.02	1.29	.2920
3	18	4.4	2.09		
4	4	5.5	1.99		
Highest Level of Education					
1*	20	4.8	1.97	0.94	.3391
2	34	5.1	1.90		
	Interactions				
	A X B			0.93	.4465
	A X C			1.23	.3050
	B X C			1.62	.2015
	A X B X C			0.62	.5436

* 1 = Less than high school, high school or GED
2 = Some college or trade school, degree

** The larger the value the greater the activity is favored.

*** The following are possible values and the theoretical mean: 1 - 7; 4.

None of the 28 p values was statistically significant at the .05 level; therefore, the hypotheses for these comparisons were retained. The results cited in Table 1 indicated no association between independent and dependent variables; therefore, all subgroups represented a single population.

It was hypothesized in composite null hypothesis 2 that the differences among the mean Parent Attitude Survey (Subscale 2: In addition to family counseling, which do you think should be most frequently used?) scores according to family structure, number of children, and highest level of education would not be statistically significant. The following information was cited in Table 2: variables, groups sizes, means, standard deviations, F values, and p levels.

Table 2: A comparison of Parent Attitude Survey (Subscale 2: In addition to family counseling, which do you think should be the most frequently used?) scores according to family structure, number of children, and highest level of education employing a three-way analysis of variance (general linear model).

Variables	n	M**	s	F value	p level
		Home Visit***			
Family Structure					
Intact	16	4.8	1.57		
Blended	17	5.0	1.94	0.03	.9691
Single	21	4.9	2.08		
Number of Children					
1	7	5.1	1.35		
2	25	4.8	1.71		
				0.62	.6097
3	18	5.1	2.21		
4	4	4.3	2.36		
Highest Level of Education					
1*	20	5.1	2.02		
				2.76	.1053
2	34	4.7	1.78		
	Interactions				
	A X B			0.38	.8586
	A X C			0.02	.9937
	B X C			1.05	.3813
	A X B X C			0.11	.8934

(Continued)

Table 2 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Child Management Group***			
Intact	16	4.6	1.93		
Blended	17	4.1	1.93	0.88	.4227
Single	21	4.8	1.63		
Number of Children					
1	7	5.6	0.98		
2	25	4.4	1.85	1.14	.3463
3	18	4.2	2.02		
4	4	5.0	1.41		
Highest Level of Education					
1*	20	5.0	0.98	0.50	.4853
2	34	4.2	1.95		
	Interactions				
	A X B			0.20	.9584
	A X C			0.92	.4094
	B X C			2.12	.1156
	A X B X C			0.09	.9186

(Continued)

Table 2 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Workshop for Parents***			
Intact	16	5.6	1.93		
Blended	17	4.6	2.09	0.75	.4783
Single	21	5.9	1.01		
Number of Children					
1	7	6.0	0.82		
2	25	5.7	1.60	0.30	.8246
3	18	4.8	3.12		
4	4	5.3	1.71		
Highest Level of Education					
1*	20	5.5	1.19	0.06	.8065
2	34	5.4	2.02		
	Interactions				
	A X B			0.11	.9893
	A X C			0.21	.8130
	B X C			0.83	.4849
	A X B X C			0.83	.8345

(Continued)

Table 2 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Mothers'/Fathers' Group***			
Intact	16	5.0	1.75		
Blended	17	4.3	2.17	0.63	.5397
Single	21	5.2	2.00		
Number of Children					
1	7	6.0	0.82		
2	25	4.9	2.10	0.72	.5486
3	18	4.3	2.11		
4	4	5.0	1.83		
Highest Level of Education					
1*	20	4.7	2.00	0.33	.5669
2	34	5.0	2.01		
	Interactions				
	A X B			0.42	.8312
	A X C			0.74	.4857
	B X C			1.92	.1437
	A X B X C			0.85	.4353

* 1 = Less than high school; high school or GED
2 = Some college or trade school; degree

** The larger the value the greater the activity is favored.

*** The following are possible values and the theoretical mean: 1 - 7; 4.

None of the 28 p values was statistically significant at the .05 level; therefore, the hypotheses for these comparisons were retained. The results cited in Table 2 indicated no association between independent and dependent variables; therefore, all subgroups represented a single population.

It was hypothesized in composite null hypothesis 3 that the differences among the mean Parent Attitude Survey (Subscale 3: If you need help, which would you use?) scores according to family structure, number of children, and highest level of education would not be statistically significant. The following information was cited in Table 3: variables, groups sizes, means, standard deviations, F values, and p levels.

Table 3: A comparison of Parent Attitude Survey (Subscale 3: If you need help, which would you use?) according to family structure, number of children, and highest level of education scores employing a three-way analysis of variance (general linear model).

Variables	n	M**	s	F value	p value
		Home Visit***			
Family Structure					
Intact	16	5.1	2.10		
Blended	17	4.9	2.12	0.02	.9849
Single	21	5.0	2.20		
Number of Children					
1	7	5.3	1.90		
2	25	4.9	2.22		
				0.29	.8359
3	18	4.9	2.21		
4	4	5.0	2.52		
Highest Level of Education					
1*	20	5.0	2.15		
				0.95	.3358
2	34	5.0	2.10		
	Interactions				
	A X B			0.26	.9330
	A X C			0.04	.9564
	B X C			1.22	.3156
	A X B X C			0.22	.8039

(Continued)

Table 3 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Child Management Group***			
Intact	16	4.4	2.25		
Blended	17	4.0	2.33	0.49	.6188
Single	21	5.0	1.60		
Number of Children					
1	7	5.4	0.80		
2	25	4.4	2.10	0.84	.4791
3	18	4.0	2.34		
4	4	6.0	0.82		
Highest Level of Education					
1*	20	4.9	1.70	0.04	.8379
2	34	4.3	2.25		
	Interactions				
	A X B			0.65	.6617
	A X C			0.51	.6055
	B X C			0.47	.7037
	A X B X C			0.10	.9058

(Continued)

Table 3 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Workshop for Parents***			
Intact	16	6.0	2.00		
Blended	17	4.1	2.50	2.38	.1076
Single	21	6.0	0.90		
Number of Children					
1	7	6.0	1.00		
2	25	6.0	1.60	1.43	.2517
3	18	4.1	2.50		
4	4	6.0	1.30		
Highest Level of Education					
1*	20	6.0	1.54	0.02	.8924
2	34	5.1	1.30		
	Interactions				
	A X B			0.74	.5967
	A X C			0.92	.4085
	B X C			1.00	.4021
	A X B X C			0.17	.8426

(Continued)

Table 3 (Continued)

Variables	n	M**	s	F value	p value
Family Structure		Mothers'/Fathers' Group***			
Intact	16	5.3	2.00		
Blended	17	3.8	2.54	1.24	.3014
Single	21	5.14	2.01		
Number of Children					
1	7	5.4	1.13		
2	25	5.1	2.22	0.68	.5685
3	18	4.0	2.53		
4	4	5.3	1.50		
Highest Level of Education					
1*	20	4.6	2.20	0.20	.6553
2	34	5.0	2.30		
		Interactions			
		A X B		0.85	.5252
		A X C		1.00	.3783
		B X C		2.11	.1162
		A X B C		1.02	.3720

* 1 = Less than high school; high school or GED
2 = some college or trade school; degree

** The larger the value the greater the activity is favored.

*** The following are possible values and the theoretical mean: 1 - 7; 4.

None of the 28 p values was statistically significant at the .05 level; therefore, the hypotheses for these comparisons were retained. The results cited in Table 3 indicated no association between independent and dependent variables; therefore, all subgroups represented a single population.

DISCUSSION

Summary

The purpose of the researcher was to investigate the attitudes of parents of elementary school children toward the four lowest levels of Talley and Larson's (1977) systemic, family oriented model of intervention (a) home visit, (b) child management group, (c) workshop for parents, and (d) mothers'/ fathers' group in a systemic family oriented counseling program. Sample size was 54 subjects. The independent variables investigated were family structure, number of children, and highest level of education. The dependent variables employed were scores from the following subscales of the Parent Attitude Survey: Scale 1, Scale 2, and Scale 3. Three composite null hypotheses were tested at the .05 level of significance employing a three-way analysis of variance (general linear model).

A total of 84 comparisons were made. Of the 84 comparisons, 36 were main effects and 48 were interactions.

None of the "36 main effects or 48 interactions was statistically significant at the .05 level.

Generalizations

The results of the present study appeared to support the following generalization:

1. parents support the services,

2. no association exists between family structure and any service,

3. no association exists between number of children and any service, and

4. No association exsits between highest level of education and any service.

Implications

The results of the present study appeared to support the following implication: The counseling staff should investigate the possibility of recommending these services on an experimental basis to the district administration.

Recommendations

The results of the present study appeared to to support the following recommendations:

1. the study should be replicated surveying all parents of elementary school children in the district,

2. the study should be replicated using different independent variables,

3. the study should be replicated using anecdotal information from interviews,

4. the study should be replicated using a different technique for analysis, and

5. the study should be replicated using a more refined problem statement.

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APPENDIX A

PARENT ATTITUDE SURVEY

Parent Attitude Survey

Please rate each of the questions by circling the number closest to your level of agreement. For example, a rating of 7 means you strongly agree. A rating of 1 means you do not agree.

1. If, in addition to family counseling, the school were to offer help to families in the community, which of the following do you think would be the most beneficial?

	Most Beneficial						Least Beneficial
a. Home Visit	7	6	5	4	3	2	1
b. Child Management Group	7	6	5	4	3	2	1
c. Workshop for Parents	7	6	5	4	3	2	1
d. Mothers'/Fathers' Group	7	6	5	4	3	2	1

2. In addition to family counseling, which do you think should be most frequently used?

	Most Beneficial						Least Beneficial
a. Home Visit	7	6	5	4	3	2	1
b. Child Management Group	7	6	5	4	3	2	1
c. Workshop for Parents	7	6	5	4	3	2	1
d. Mothers'/Fathers' Group	7	6	5	4	3	2	1

3. If you need help, which would you use?

	Most Beneficial						Least Beneficial
a. Home Visit	7	6	5	4	3	2	1
b. Child Management Group	7	6	5	4	3	2	1
c. Workshop for Parents	7	6	5	4	3	2	1
d. Mothers'/Fathers' Group	7	6	5	4	3	2	1

<u>Definitions</u>

Home Visit	The counselor/therapist would deliver services to the family in the home.
Child Management Group	The parents would attend a group presentation. They would receive educational information about about child guidance and discipline.
Workshop for Parents	The parents would attend a group workshop. They would receive educational information and advice about family concerns. There would be group participation.
Mothers' Fathers' Group	Mothers/Fathers would attend an informal support group. They would be encouraged to discuss their feelings about concerns of the family.

Concerns of the Family - This would include, but is not limited to, communication, parenting skills, child development, family life cycle.

APPENDIX B

DEMOGRAPHIC INFORMATION FORM

Demographic Information

(Completing this section is optional)

1. Family Structure

____single parent

____male

____female

____intact family (biological mother and biological father)

____blended family (stepmother and biological father or stepfather and biological mother)

2. Number of Children

____1

____2

____3

____4 or more

3. Highest Level of Education

____less than high school

____high school or GED

____attended college or trade school

____degree from college

APPENDIX C

LETTER TO ASSISTANT SUPERINTENDENT OF CURRICULUM

Barbara Phillips
250 Clinton Street
Little River, KS 67457

Dr. Shirlie J. Hutcherson
Assistant Superintendent for Curriculum
USD 308 Administration Center
1520 North Plum
Hutchinson, KS 67504-1908

March 7, 1994

Dr. Hutcherson:

My name is Barbara Phillips, and I am presently completing my counseling practicum in the Hutchinson Elementary School Family Counseling Program. I am also in the process of completing a master's degree in counseling at Fort Hays State University. My specified area of study is the "family" and "family systems."

I would like your permission to conduct a study based on the Hutchinson Public School Elementary Family Counseling Program. This study would be designed to assess parent attitudes toward different levels of systemic intervention. I would also like your permission to use information collected and complied in the Hutchinson Public School annual report on family counseling services.

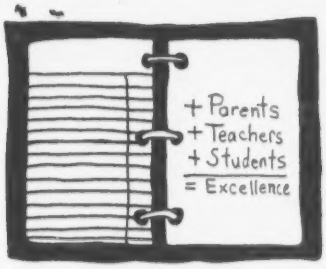
Thank you for considering this proposal.

Sincerely,

Barbara Phillips`

APPENDIX D

PERMISSION LETTER FROM THE ASSISTANT SUPERINTENDENT OF CURRICULUM



Hutchinson Public Schools

USD 308 ADMINISTRATION CENTER
1520 NORTH PLUM, BOX 1908
HUTCHINSON, KANSAS 67504-1908
TELEPHONE (316) 665-4416

SHIRLIE J. HUTCHERSON
ASSISTANT SUPERINTENDENT FOR
CURRICULUM

March 10, 1994

Barbara Phillips
2504 Clinton
Little River, Kansas 67457

Dear Barbara,

In your letter dated March 7, 1994, you requested permission to conduct a study based on the Hutchinson Public Schools Elementary Family Counseling Program. You are authorized to proceed with this study in accordance with the guidelines listed below:

1. The content and format of the parent questionnaire designed to assess parent attitudes toward differing levels of intervention is appropriate.

2. This questionnaire will be mailed to parents at the same time the annual questionnaire concerning the adequacy of counseling services is distributed. Parents return the questionnaire in a pre-addressed, postage paid envelope to ensure each respondent's reply is confidential and anonymous.

3. Information collected and compiled in the Hutchinson Public Schools annual report on family counseling services may be used in a manner which does not breech confidentiality information concerning families, students, teachers, or counselors. Statistical data used shall be based on district wide results but may not include information reported for an individual building.

4. The final copy of the study shall be reviewed by the Assistant Superintendent for Elementary Curriculum prior to publication.

5. A copy of the final study shall be placed in the District Media Center professional library.

If there are issues concerning your study I have not addressed, please contact me. Good luck in your endeavor.

Sincerely,

Shirlie Hutcherson

Shirlie Hutcherson

cc: Elementary Counseling file

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